## Sources of Light, Freedom Riders, and the Civil Rights Movement Overview:

Students will be able to research the historical background of the Freedom Riders from the 1960s Civil Rights Movement, through research and will continue their technological application through Google Search Engines and by making a location for the class Google Earth Map Tour. All students from within the class will select a different freedom rider, whom contributed to the Civil Rights Movement, and complete an actual Google Earth Location for our class Google Earth Tour. Students will be able to collaborate with a partner or amongst multiple students on the Google Docs Site and have another technology partner whom they peer review, before submitting to the class web site on the Google Earth Tour called: Freedom Riders and the Road to Change.

A major turning point in the civil rights movement was marked by the death of Emmett Till who was lynched in Money Mississippi in 1955 for supposedly whistling at a white woman. Prior to which Brown vs. Board of Education, after which Rosa Parks was arrested for refusing to give her seat to a white passenger in Montgomery, Alabama. This along with other significant pages in history like the Little Rock Nine, the college students sit-in, water hoses, bombings and other catastrophic events all played a major part in birthing the civil rights movement.

## Grades and Subject Areas:

11th grade US History, 12th grade Government Class, or a High School English Class

## Objectives:

* Students will be able to utilize Google Search Engines for research of a prominent freedom rider.
* Students will be able to learn about various freedom riders and trace the route of the Freedom Riders and the locations of primary contributors of the Civil Rights Movement.
* Students will be able to develop a location on a Google Earth Tour. The destination that students will develop will include: the location of the birth or death place of the Civil Rights Contributor, or a primary location that they are re-known for, biographical information, primary summary of contribution to society, pictures, or video footage that captures the essence of the individual who contributed to the Civil Rights Movement.
* Students will be able to conduct research with different Google Search Engines and use photos and pictures from research to develop their Google Earth location.
* Students will be able to cut and paste street view photos from the Google Earth Program for their Google Earth location.(Can do both Past and Present)
* Students will be able to interact with the class Google Earth Tour called: Freedom Riders and the Road to Change on the Smart Board and throughout the semester.
* Students will be introduced to the Civil Rights movement in American History. Students will be able to identify different ethnic groups, people, and groups who have struggled for basic rights and civil liberties.

**I Can Statements:**

* I can select a prominent Civil Rights Contributor for our Class Google Earth Trip
* I can complete a Google Search and Google Advanced Search for my Civil Rights Contributor.
* I can make my own Google Earth Location of my Civil Rights Contributor.
* I can review and peer-edit other students Locations through Google Docs.
* I can visualize and interact with our class Google Earth Tour called: Freedom Riders and the Road to Change on the Smart Board.

### Curriculum Connections: West Valley High School PLC Essential Learning(s) Government Course:

EL7 Students will understand how the Bill of Rights and the Amendments protect civil rights and provide due process.

EL8 Students will analyze current events and public policy issues using political science analytical skills (positive analysis, balance common good/individual rights, constitutional principles, normative analysis).

### Alaska Content Standards:

(Geography) Standard A: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

(History) Standard A: A student should understand that history is a record of human experiences that links the past to

the present and the future.

(History) Standard B: A student should understand historical themes through factual knowledge of time, places, ideas,

institutions, cultures, people, and events.

(Technology) Standard A: A student should be able to operate technology-based tools.

(Technology) Standard B: A student should be able to use technology to locate, select, and manage information.

(Technology) Standard C: A student should be able to use technology to explore ideas, solve problems, and derive meaning.

(Technology) Standard D: A student should be able to use technology to express ideas and exchange information.

**ISTE Student Standards:**

**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes

using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes

b. create original works as a means of personal or group expression

ISTE-S 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

d. Contribute to project teams to produce original works or solve problems

ISTE-S 3 Students apply digital tools to gather, evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

ISTE-S 4 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

**ISTE Teacher Standards:**

ISTE-T 1 Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

ISTE-T 2 Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

ISTE-T 3 Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

ISTE-T 4 Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

ISTE-T 5 Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

## Technology Integration:

**Hardware and Software Needs**

Economics Class will need a total of three class periods of a computer lab for: introduction, actual day of research, and day of construction for the Google Earth Destination/Location.

Students must be able to log in to Google Docs and have Google Earth available on the computers that they will be utilizing for the class project.

### Tips and tricks

If unfamiliar with Google Docs or Google Earth, contact your Instructional Technology teacher to come visit your class to introduce and help students learn the process of constructing a Google Earth location for a Google Earth Trip.

## Resources:

### Current Articles, Handouts, Downloads, Example Google Earth Tours, Websites:

### (Links to teaching resources)

### [Freedom Rides remembered](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=newssearch&cd=4&ved=0CDcQpgIwAw&url=http%3A%2F%2Fwww.philly.com%2Fphilly%2Fnews%2F20120721_HED_TOO_LONG__The_anger_that_led_Lewis_Zuchman_and_Luvaughn_Brown_to_NO_HEAD_SPECIFI.html&ei=WwceUJmsL86VjAKP0YC4Bg&usg=AFQjCNFdGKvXL4Pv7ru0jz3B7NwX9d8aJw)

Philadelphia Inquirer-Jul 21, 2012

They met as teenage Freedom Riders in the early 1960s, part of an historic non-violent movement that helped force desegregation.

### [Community wants bus station to become museum](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=newssearch&cd=47&ved=0CDQQpgIwGjgU&url=http%3A%2F%2Fprogress-index.com%2Fnews%2Fcommunity-wants-bus-station-to-become-museum-1.1347041&ei=rwoeUOTWI8HniwL2-IH4BQ&usg=AFQjCNEgzRCs7DEEycIdIYajm3PGhQbc9w)

Progress Index-Jul 23, 2012

... to Carl Winfield, who participated in the civil rights movement. ... In August 1960, the bus station was desegregated through the work of the ... according to the book "Freedom Riders 1961 and the Struggle for Racial Justice" .

[**Civil disobedience** - Wikipedia, the free encyclopedia](http://www.google.com/url?sa=t&rct=j&q=civil%20disobedience&source=web&cd=1&ved=0CG8QFjAA&url=http%3A%2F%2Fen.wikipedia.org%2Fwiki%2FCivil_disobedience&ei=iBAeUPq5MMariQKB6oCoBg&usg=AFQjCNFNuyU9yRoGpySSQPJakAcFVdEv8A)

en.wikipedia.org/wiki/**Civil**\_**disobedience**

**Civil disobedience** is the active, professed refusal to obey certain laws, demands, and commands of a government, or of an occupying international power.

[**Civil Disobedience** Manual](http://www.actupny.org/documents/CDdocuments/CDindex.html)

www.actupny.org/documents/CDdocuments/CDindex.htmlThe history of **Civil Disobedience** is a long and international one. ACT UP practices a form that comes from a variety of progressive movements. Below are **...**

[The Supreme Court . Transcript | **PBS**](http://www.google.com/url?sa=t&rct=j&q=pbs%20hugo%20black&source=web&cd=2&ved=0CFAQFjAB&url=http%3A%2F%2Fwww.pbs.org%2Fwnet%2Fsupremecourt%2Fabout%2Fpop_transcript3.html&ei=pxceUML5HuOSiALJwoGoBQ&usg=AFQjCNGM_VCJ8XWoywLWls-wRIV_XQzigg)

www.**pbs**.org/wnet/supremecourt/about/pop\_transcript3.html

Justice **Hugo Black** was a prickly man, certain of his own rectitude. **...** Although he would always qualify it: **Hugo Black** doesn't cry for less than twenty-five **...**

[The Supreme Court . Expanding Civil Rights . Primary Sources | **PBS**](http://www.pbs.org/wnet/supremecourt/rights/sources_document9.html)

www.**pbs**.org/wnet/supremecourt/rights/sources\_document9.html

President Franklin Delano Roosevelt nominated Alabama Senator **Hugo Black** to the Supreme Court on August 12, 1937. Five days later, the Senate confirmed **...**

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| --- | --- |
| [Thomas Armstrong book reading/signing, July 24](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=newssearch&cd=2&ved=0CC4QpgIwAQ&url=http%3A%2F%2Fhattiesburg.wdam.com%2Fnews%2Fevents%2F50192-thomas-armstrong-book-readingsigning-july-24&ei=xgceUO77DcjciQLryYHgDQ&usg=AFQjCNH483UsezaEq6efeVNJ6PAwKlnJEg) WDAM-TV-Jul 23, 2012  ... the civil rights movement in the segregated south of the 1960s, when he ... Armstrong read and sign his book "Freedom Rider", July 24 at 10 ...  [Films: **Civil Rights** - PBS](http://www.google.com/url?sa=t&rct=j&q=turning%20points%20in%20us%20history%20civil%20rights%20movement%20youtube&source=web&cd=15&ved=0CFYQFjAEOAo&url=http%3A%2F%2Fwww.pbs.org%2Fwgbh%2Famericanexperience%2Ffilms%2Ffilter%2Fcivil-rights%2F&ei=ThoeUIqICMSciALm2IGYBw&usg=AFQjCNEeST9JbmXKSfvMHn9D9KN-OX58jA)  www.pbs.org/wgbh/**american**experience/films/filter/**civil**-**rights**/  **American** Experience: TV's most-watched **history** series. Broadcast **....** The Stonewall riots marked a major **turning point** in the modern gay **civil rights movement**. |  |

|  |
| --- |
| [Civil Rights Heroes Ask Youth: 'What Sacrifice Are You Willing to ...](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=newssearch&cd=3&ved=0CDAQpgIwAg&url=http%3A%2F%2Fwww.pbs.org%2Fnewshour%2Frundown%2F2012%2F07%2Fjudys-notebook-civil-rights-heroes-ask-youth-what-sacrifice-are-you-willing-to-make.html&ei=xgceUO77DcjciQLryYHgDQ&usg=AFQjCNHoYmgLtnKx2sJ86LATU3Y0nKG-LQ) PBS NewsHour (blog)-Jul 19, 2012  Judy's Notebook: Civil Rights for the Next Generation ... role in the Freedom Riders movement, the campaign by civil rights activists in 1961 to ride ... Not just because they were heroes long ago in the 1960s, but because they ... |

### [Rosa Parks' Congressional Gold Medal goes on display at African ...](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=newssearch&cd=4&ved=0CDMQpgIwAw&url=http%3A%2F%2Fwww.philly.com%2Fphilly%2Fnews%2Fpennsylvania%2F20120801_Rosa_Parks__Congressional_Gold_Medal_goes_on_display_at_African_American_Museum.html&ei=xgceUO77DcjciQLryYHgDQ&usg=AFQjCNF3mETea2ZKwlEn1ZR00DOc3zvLHw)

Philadelphia Inquirer-Aug 1, 2012

Dr. Martin Luther King Jr. and thus the movement that eventually ended legal ... The Freedom Riders were civil rights activists who rode by bus from ... to test the U.S. Supreme Court's 1960 ruling that declared segregation in ...

### [teunit - Freedom Riders Tour.kmz - History](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCIQFjAA&url=http%3A%2F%2Fteunit.wikispaces.com%2Ffile%2Fhistory%2FFreedom%2BRiders%2BTour.kmz&ei=XwQeULnJJKP3igLOq4CYCA&usg=AFQjCNHoTyExemUeDO-zb57_8kLJkZE50Q)

teunit.wikispaces.com/file/history/**Freedom**+**Riders**+Tour.kmz

2119484 41. 20161925 home; 20149877 1. Rationale; 20259475 10. Unit Assessment Task and Rubric; 20151479 2. Guiding Unit Question; 20151225 3.

 [KML]

### [Civil Rights - WW Norton & Company](http://www.wwnorton.com/college/history/give-me-liberty3/historytours/Civil-Rights.kmz)

www.wwnorton.com/college/history/give-me.../Civil-Rights.kmz

File Format: KML Document - [View on Google Maps](http://maps.google.com/maps?hl=en&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=&cr=&as_qdr=all&as_sitesearch=&as_occt=any&safe=active&as_filetype=kmz&as_rights=&q=http://www.wwnorton.com/college/history/give-me-liberty3/historytours/Civil-Rights.kmz&um=1&ie=UTF-8&source=websearch)  
The Freedom Riders, as they were known, met with harassment and violence as they made their way through the Deep South. In Anniston, Alabama, an armed **...**

 [KML]

### [Civil Rights.kmz - Discovery Education](http://mediashare.discoveryeducation.com/assets/43CCB7C6-1CC4-4143-6A1E-5B3E40084F4B/Civil_Rights.kmz)

mediashare.discoveryeducation.com/assets/.../Civil\_Rights.kmz

File Format: KML Document - [View on Google Maps](http://maps.google.com/maps?hl=en&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=&cr=&as_qdr=all&as_sitesearch=&as_occt=any&safe=active&as_filetype=kmz&as_rights=&q=http://mediashare.discoveryeducation.com/assets/43CCB7C6-1CC4-4143-6A1E-5B3E40084F4B/Civil_Rights.kmz&um=1&ie=UTF-8&source=websearch)  
Image Citation: Background Map: 1961 Freedom Rides. [New York]: **...** Click here to listen to an interview with four of the original Freedom Riders ·

 [KML]

### [Alyssa Lynch\_ civil rights war](http://mrclancy.wikispaces.com/file/view/Alyssalynch_civil_rights_tour.kmz)

mrclancy.wikispaces.com/file/.../Alyssalynch\_civil\_rights\_tour.kmz

File Format: KML Document - [View on Google Maps](http://maps.google.com/maps?hl=en&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=&cr=&as_qdr=all&as_sitesearch=&as_occt=any&safe=active&as_filetype=kmz&as_rights=&q=http://mrclancy.wikispaces.com/file/view/Alyssalynch_civil_rights_tour.kmz&um=1&ie=UTF-8&source=websearch)  
1961 freedom riders: In Anniston, Alabama, about 200 angry whites attacked bus two. The mob **...** The freedom riders spilled out just before the bus exploded.

 [KML]

### [Lessane'- Civil rights tour](http://mrclancy.wikispaces.com/file/view/Lessane%27-+Civil+rights+tour.kmz)

mrclancy.wikispaces.com/file/view/Lessane'-+Civil+rights+tour.kmz

File Format: KML Document - [View on Google Maps](http://maps.google.com/maps?hl=en&as_epq=&as_oq=&as_eq=&as_nlo=&as_nhi=&lr=&cr=&as_qdr=all&as_sitesearch=&as_occt=any&safe=active&as_filetype=kmz&as_rights=&q=http://mrclancy.wikispaces.com/file/view/Lessane%27-%2BCivil%2Brights%2Btour.kmz&um=1&ie=UTF-8&source=websearch)  
Who:The Freedom Riders Where: Montgomery Alabama When:1961 What: In 1961, the Freedom Riders set out for the South to defy Jim Crow laws.

## Lesson Directions

## Prep Time:

* Must schedule computer lab time for research and construction of the Google Earth Tour Class Project.
* Perhaps locate a number of sites or make a Google Site or Wiki page of sources that could be useful for student research.

## Prior to Lesson:

Teacher Prep:

* Text: We The People
* Develop an example of a few Google Earth Locations for students to see in advance so that they realize what type of work product that they will produce.

Student Prep:

* Before completing this activity students will read the novel Sources of Light and view the short film segment called: Turn points in History. The film will provide the student a general idea of how the civil rights movement evolved over the past Century.

Show short Film 25 minutes about History Turning points Civil Liberties and the way society has changed over the past century.

PBS Supreme Court Documentary: Hugo Black and American Civil Liberties

This is an outstanding documentary regarding Hugo Black, Civil Liberties, the Civil Rights Movement, and push for de-segregation.

* We the People Text

## Time Needed for Lesson:

* One full week: Four class periods.
* Three class periods of class time needed for: Google research, construction of Google Earth Location, revising and editing. The final day of Lesson will be to interact and use within the class as a group with the Smart Board Technologies. Have students jot down notes of important details and facts about the Google Earth Tour and a short quiz the last five minutes of class.

## Directions:

* Step 1 Day One: Introduction of the Google Earth and selection of Prominent Civil Rights Contributor.
* Step 2 Day Two: Research and Start building Google Earth Destination.
* Step 3 Day Three: Continue building Google Earth Site, revise and review a partner’s Google Earth Location.
* Step 4 Day four: Submit location and as a class review destinations and sites.

## Extension / Challenge:

* Students can make a rap or song that reflects the Civil Rights Movement that they researched.
* Students can complete a Prezi or Power Point including their research.
* If class Google Earth Trip Project: Freedom Riders and the Road to Change is successful students could create another Google Earth Trip that features other significant people who have been revolutionaries or civil dissidents that changes their country for the better from around the globe. These Google Earth locations could include: pictures of the individuals and also identify the Government System that the country utilizes.
* Students can compare the controversial voting laws in the South designed to discriminate against African Americans and compare to contemporary controversial Voter ID laws.

Notable Freedom Riders

* [US Representative John Lewis (D-GA)](http://en.wikipedia.org/wiki/John_Lewis_%28American_politician%29)
* Rev. [James L. Bevel](http://en.wikipedia.org/wiki/James_L._Bevel)
* Rev. [Malcolm Boyd](http://en.wikipedia.org/wiki/Malcolm_Boyd)
* [Stokely Carmichael](http://en.wikipedia.org/wiki/Stokely_Carmichael) [[24]](http://en.wikipedia.org/wiki/Freedom_riders#cite_note-roster-23)
* [William Sloane Coffin](http://en.wikipedia.org/wiki/William_Sloane_Coffin)
* [James L. Farmer, Jr.](http://en.wikipedia.org/wiki/James_L._Farmer,_Jr.)
* [US Representative Bob Filner (D-CA)](http://en.wikipedia.org/wiki/Bob_Filner)
* [William E. Harbour](http://en.wikipedia.org/wiki/William_E._Harbour)
* Rev. [Bernard Lafayette](http://en.wikipedia.org/wiki/Bernard_Lafayette)
* William Mahoney
* [Charles Neblett](http://en.wikipedia.org/w/index.php?title=Charles_Neblett&action=edit&redlink=1)
* [Wally Nelson](http://en.wikipedia.org/wiki/Wally_Nelson)
* [James Peck](http://en.wikipedia.org/wiki/James_Peck_%28pacifist%29)
* [Diane Nash](http://en.wikipedia.org/wiki/Diane_Nash)
* [Fred Shuttlesworth](http://en.wikipedia.org/wiki/Fred_Shuttlesworth)
* [Carol Ruth Silver](http://en.wikipedia.org/wiki/Carol_Ruth_Silver)
* [Ruby Doris Smith-Robinson](http://en.wikipedia.org/wiki/Ruby_Doris_Smith-Robinson)
* [Wyatt Tee Walker](http://en.wikipedia.org/wiki/Wyatt_Tee_Walker)
* [James Zwerg](http://en.wikipedia.org/wiki/James_Zwerg)

### Members of CORE Freedom Ride May 4–17, 1961

* [John Lewis](http://en.wikipedia.org/wiki/John_Lewis_%28American_politician%29)
* Fraces Bergman [[24]](http://en.wikipedia.org/wiki/Freedom_riders#cite_note-roster-23)
* Walter Bergmman
* Albert Bigelow
* [Ed Blankenheim](http://en.wikipedia.org/wiki/Ed_Blankenheim)
* Benjamin Elton Cox
* James Farmer
* Robert G. Griffin
* Herman Harris
* [Genevieve Hughes](http://en.wikipedia.org/wiki/Genevieve_Hughes)
* Jimmy McDonald
* Ivor Moore
* Mae Frances Moultrie
* James Peck
* Joseph Perkins
* Charles Person
* Isaac ("Ike") Reynolds
* Henry ("Hank") Thomas